

## HI 193-HFS48 Roadside America

Fall11 TR 10:00-11:15 Room S-109

4<sup>th</sup> Hour: T 2:30 – 3:30 Room S-101

<http://tonahangen.com/wsc/hi193road>

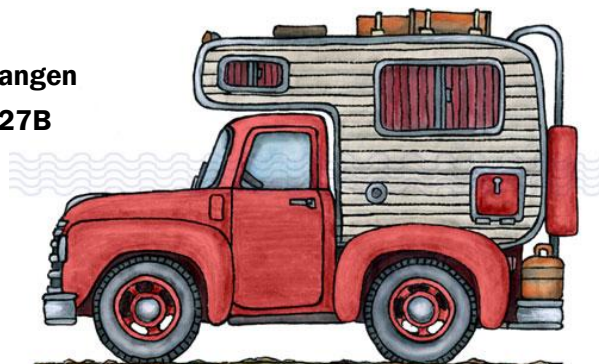
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Dr. Tona Hangen

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### Course Description & Objectives

This class weaves history, literature, popular culture and kitsch.

We'll "tour" the country on its literary back roads, analyze

film & television about road trips/tripping, and explore the history and scholarship of the US interstate highway system, travel literature, America's love affair with autos, tourism, pilgrimage, memory and culture. From the redwood forest to the gulf stream waters... this land is your land, so embrace its bigness and weirdness.

As a first-year honors seminar, the course is also designed to give you an introduction to the rigors, joys, and challenges of college life. We will learn some specific skills that will help you in humanities and social science courses, we consider the HS-to-college transition, and we'll explore ways to achieve academic and personal success. This course is in the "Thought, Language and Culture" LASC content area.

### Reading List

Jack Kerouac, *On the Road* (Penguin) ISBN 978-0140283297

Susan Sessions Rugh, *Family Vacation* (Gibbs Smith) ISBN 978-1423601180

John Steinbeck, *Travels with Charley* (Penguin) ISBN 978-0142000700

Hunter S. Thompson, *Hells Angels* (Modern Library) ISBN 978-0679603313

Recommended: Diana Hacker, *A Writer's Reference*, 6e (Bedford/St Martins) ISBN 978-0312593360

### Course Requirements

This course involves reading, writing, research and group discussion. It is set up as a seminar, not a lecture course. It is intended to be a challenging course for Honors students. You will be expected to read 50-100 pages a week (sometimes more), and to write approximately 30 pages over the course of the term. You will need to put in consistent effort during the whole semester. You'll need research and writing skills, which we'll enhance through targeted history labs. You'll need to speak up in class and demonstrate active learning, not passive absorption. Learning is not a spectator sport; seminar-style learning is successful when discussion involves everyone in passionate, informed conversation.

To take advantage of multiple learning styles, and to help create a community of learning in this classroom, this course will assess your progress in several different ways.

- **Attendance and participation** in class – I will take attendance in each class session. You should be on time and ready for discussion each day. I expect class discussion will be lively, respectful, and substantive, and that you will have done that day's assigned reading before class. Bring each day's reading assignment (book, article, whatever) with you to class so you can refer to it during our discussion. In addition, you get credit for your participation in the first-year seminar fourth-hour activities.
- **History "Labs"** – there will be 6 of these, each giving you experience analyzing different kinds of historical sources: a Wikipedia article, primary documents, photographic images, scholarly articles,

novels, and films. They are front-loaded towards the first half of the semester, and give you opportunities to demonstrate increasing complexity of thought and prose.

- **Projects:** You'll write, record and produce a podcast profiling the quirkiest/oddest/most bizarre roadside attractions in one US state. At the end of the course, you'll look back on your learning with a reflective paper.

**Your grade will be determined this way:**

Attendance and Participation	20%	Silent attendance <b>will not</b> receive full credit, because seminar-style discussion is a big part of your successful experience in this course
First-Year Seminar 4 <sup>th</sup> Hour	15%	Assessed by your peer mentor
History Labs 1-3 @ 5% each	15%	Due dates: 9/20, 9/29, 10/6
History Labs 4-6 @ 10% each	30%	Due dates: 10/18, 11/3 and 11/22
Podcast	15%	Due date varies, according to signup P1 = 10/13      P2 = 11/1 P3 = 11/29      P4 = 12/8
Course Reflection Paper	5%	Due on Tues 12/8
	100%	

**The Fine Print**

**\*Note: Successful Completion of the FYS is a Requirement for Graduation**

- My in-class technology policy: we will be busy in every class session, and we don't need any technological distractions. Silence your cell phones before you enter the classroom. If you choose to bring a laptop to class, I expect that you will be using it **only** for taking notes or accessing the course's relevant electronic documents to refer to during discussion. Do not use your laptop in class to surf the internet, check your email or Facebook, or the like.
- I will review with you the proper citation method for papers in this course (we will use MLA). Plagiarizing writing is a serious offense. In all your writing, you **must** cite the sources of any quotations, information or ideas which are not your own work. Please familiarize yourself with the university's policy on Academic Honesty in the Student Handbook.
- If you have a documented disability (learning or otherwise), and you need a reasonable accommodation made for you in this course, please consult with me immediately at the outset of the course so we can design a solution that will help you be successful in the class.

**Student Learning Outcomes**

By the end of this course, students will....

- Explain and synthesize course readings. Dramatize and craft a profile of a state's roadside cultural attractions. Interpret American history and values as encountered through course readings and films. (Fulfills LASC outcome: demonstrate effective oral and written communication)
- Analyze course texts along dimensions of culture and meaning (on a deeper level than content), forming and synthesizing original evidence-based interpretations. (Fulfills LASC outcome: apply skills in critical thinking)
- Apply appropriate methodologies to different kinds of cultural texts, crafting critical (evaluative) essays for each one to demonstrate scholarly approaches to these texts.
- Identify elements of distinctive American subcultures and experience aspects of those cultures.

- Through consistent and substantive contribution to class discussion over the semester, construct a group framework for understanding the cultural landscape of the American roadside.
- Demonstrate active engagement in seminar-style learning, which includes: creating an inclusive environment for all students, taking intellectual risks without fear of failing or ridicule, cooperating with others in groups and discussions and being part of a learning community.
- Apply skills in information literacy, including navigate electronic databases, find references to books and articles on a topic, physically locate books and periodicals, evaluate resources for reliability, authority, accuracy and usability, and demonstrate use of standard methods of reference and citation.
- Use technology tools for personal and academic management and demonstrate reflection on one's own learning.

## **Additional Resources and Information**

### **What is a First-Year Seminar?**

First-year learning communities at Worcester State University are learning-centered, academic seminars on varied topics, paired with an English composition course. A seminar is a discussion-based course in which students and instructors exchange ideas and information and learn from one another. Emphasis is placed on creating community within the classroom. First-year seminars introduce students to college-level learning and facilitate student transition from high school to college. First-year seminars differ from the traditional, lecture-based introductory course. They offer the opportunity for students to learn from one another, to explore new ideas, to learn about oneself and one's abilities, and get to know a professor well in a small classroom setting. First-year seminars encourage active, reflective learning and enhance students' critical thinking, information literacy, and written and oral communication skills.

First-year seminars meet four hours per week. The fourth hour is facilitated primarily by your peer mentor along with Student Affairs professionals and your first-year learning community instructors. Particular emphasis is placed on building and reinforcing the skills necessary for college success.

### **Class Communication**

**Course Blackboard and the Course Blog:** All of the course information and material is available online in TWO places: on Blackboard, and on a public blog. That way, if Blackboard is down, our work goes on. Your class gradebook is found only on Blackboard, however. You should bookmark the course blog's url (<http://www.tonahangen.com/wsc/hi193road>) and subscribe to its RSS feed, and/or add its Google calendar to your own to keep track of due dates and assignments.

**Email:** Your worcester.edu email account is your official email address for course and college-related correspondence. Please check it and your course Blackboard site regularly. All email correspondence from you should originate from your worcester.edu address. Email is the best way to reach me – I check it several times a day, although I am more likely to answer it during regular business hours.

**Office Hours:** My office is located in the History and Political Science Department, Sullivan 327-B  
My regular office hours are: Wed 9-11 and Thurs 1-2:30  
I also hold weekly office hours in the Honors Center, which is LRC-218. Visit me there Mon 9-11, Tues 1-2:30 or Wed 1-3.

## Worcester State Policies

1. **Code of Conduct & Classroom Civility:** All students are expected to adhere to the policies as outlined in the University's Student Code of Conduct.
2. **Academic Integrity:** All students are expected to adhere to the WSU Academic Honesty Policy. This can be found in the WSU Catalog and is outlined in the Student Handbook, in the section "Worcester State University Student Code of Conduct and the Judicial System."

## Student Support Services

1. **Honors Program:** The Honors Center is located in LRC 218; office hours are posted outside the door. It's next door to an Honors study lounge for your use (LRC 216). The website is <http://www.worcester.edu/honors>. Please stay up to date with Honors events and news by subscribing to the Honors Google Calendar and the course blog, <http://wsuhonors.wordpress.com>, which has links to our Facebook page, Flickr photostream, and YouTube Channel. The Honors Director is Dr. Lisa Krissoff Boehm (Urban Studies Department), x8669, email = lboehm@worchester.edu.
2. **Disability Services Office:** For information regarding the Disability Services Office (DSO), please go to <http://www.worcester.edu/DSO>. The DSO is located in the Administration Building, A-131, phone 508-929-8733.
3. **The Academic Tutoring Center/ Learning Assistance Center:** The Academic Tutoring Center is located on the first floor of the Administration Building. Assistance is provided to students FREE of charge. Students seeking academic assistance should visit the center as soon as possible; the Tutoring Coordinator can be reached at 508-929-8139.
4. **The Writing Center:** The Writing Center provides free assistance to students in the areas of research and writing. It is located on the third floor of the Sullivan Academic Building in S-306. To schedule an appointment, please call at 508-929-8112 or email the Center at [writingcenter@worchester.edu](mailto:writingcenter@worchester.edu). To find out more information about the Writing Center, including its hours and its online writing lab, visit their website at <http://www.worcester.edu/writing>.
5. **Worcester State Library:** In addition to its book and print journal collection, the Worcester State Library has access to many articles through online databases including JSTOR. Many publications are available to students through Inter-Library Loan (ILL). With a little advanced planning, ILL expands your ability to access credible information sources about topics relevant to your course work. In addition, Worcester State University students are free to use many of the library sources within the Worcester consortium. Given all of these resources available to you, should not have to pay for access to individual articles. If you hit a paywall, do not pay: please work with the reference librarians to find the appropriate way to access materials you need. You have already paid for these resources through your fees – please learn how to use them.

## Syllabus

	Topic	Date	Reading	Notes/ What's Due
<b>Wk 1</b>	Course Intro	9/6	William Least Heat Moon, "Blue Highways" (PDF)	
	Technology Playdate	9/8	Website, by assignment	<b>Bring your laptop</b>
<b>Wk 2</b>	American Diners	9/13	Wikipedia Entry, by assignment	<i>Workshop:</i> How to read Wikipedia article
	Roadside Food	9/15	"History of the American Diner" & "Roadside Food" (online links)	
<b>Wk 3</b>	Early Travelers	9/20	Lewis and Clark, excerpts	History Lab #1 Due <b>Bring your laptop</b>
		9/22	"Alexander Hamilton's 1744 Itinerarium" (PDF)	<i>Workshop:</i> How to read a primary source
<b>Wk 4</b>	Route 66	9/27	Krim, "Route 66: Auto River of American West" (online)	*Office Hours visit by this date
	Okies on the Mother Road	9/29	WPA photographs, see online links	History Lab #2 Due <i>Workshop:</i> Photographs <b>Bring your laptop</b>
<b>Wk 5</b>	Cars with Fins and the Interstate System	10/4	Article: choose Kemp, Volti or Fotsch (PDF) or bring your own	<i>Workshop:</i> How to Read a Scholarly Article
	<i>Two-Lane Blacktop</i>	10/6	Ford, "Film Review" (PDF)	History Lab#3 due
<b>Wk 6</b>	Golden Age of Family Vacations	10/11	Rugh, <i>Family Vacation</i> part 1	
		10/13	Rugh, <i>Family Vacation</i> part 2	Podcast 1
<b>Wk 7</b>	Road Bad Boy I: Kerouac	10/18	Kerouac, <i>On the Road</i>	History Lab #4 due
		10/20	Kerouac, <i>On the Road</i>	<i>Workshop:</i> How to Read a Novel
<b>Wk 8</b>		10/25	Kerouac, <i>On the Road</i>	
	Road Bad Boy II: Bikers <i>The Wild One</i>	10/27	Laderman, "What a Trip: the Road Film & Am Culture" (PDF)	<i>Workshop:</i> How to Read a Film
<b>Wk 9</b>	<i>Easy Rider</i>	11/1	Thompson, <i>Hell's Angels</i>	Podcast 2
		11/3	Thompson, <i>Hell's Angels</i>	History Lab #5 due
<b>Wk 10</b>		11/8	Thompson, <i>Hell's Angels</i>	
	The Buddy Road Trip Film <i>Fandango</i>	11/10	"Kevin Anderson Looks Back at Fandango" (online)	
<b>Wk 11</b>	<i>Thelma and Louise</i>	11/15	Sanger, "Girls and the Getaway" excerpt (PDF)	
	Steinbeck's America, 1960	11/17	Steinbeck, <i>Travels with Charley</i>	
		11/22	Steinbeck, <i>Travels with Charley</i>	History Lab #6 due
Thanksgiving Break				
<b>Wk 12</b>	Trucker Culture: <i>Big Rig</i>	11/29	John McPhee, "Land of the Diesel Bear" (PDF)	Podcast 3
	<i>Smokey &amp; The Bandit</i>	12/1	"Iowa PR Truck Stop" (audio)	
<b>Wk 13</b>	Freedom Riders	12/6	PBS – interactive online map	
	Course Wrap-Up	12/8	William Least Heat Moon, "Blue Highways" (PDF)	Podcast 4 Reflection Paper